

**NCFE CACHE Level 3 Certificate in Health and Social Care (601/6109/7)**
**NCFE CACHE Level 3 Extended Diploma in Health and Social Care (601/6110/3)**
**HSC CEA**
**Submission date: 09 January 2020**

This report contains information in relation to the external assessment from the Chief Examiner, with an emphasis on the standard of learner work within this assessment window.

The aim is to provide a holistic overview as to how learners generally performed, as well as any areas where further development may be required.

**Key points:**

- grading information
- administering the external assessment
- assessment structure
- use of word allocation
- criteria requirements and command verbs
- referencing of external assessment tasks
- regulations for the Conduct of External Assessment

It is important to note that learners should not sit the external assessment until they have taken part in the relevant teaching of the full qualification content.

**Grading information**
**CEA Theme 1 - Communication in health and social care**

| Grade         | A*  | A    | B    | C    | D    | NYA | Learners  | 488  |
|---------------|-----|------|------|------|------|-----|-----------|------|
| % of learners | 0.2 | 10.2 | 33.2 | 36.3 | 16.4 | 3.7 | Pass rate | 96.3 |

**CEA Theme 2 - Safeguarding in health and social care**

| Grade         | A*  | A    | B    | C    | D    | NYA | Learners  | 520  |
|---------------|-----|------|------|------|------|-----|-----------|------|
| % of learners | 3.5 | 12.9 | 30.2 | 32.7 | 14.2 | 6.5 | Pass rate | 93.5 |

**Administering the external assessment**

The external assessment must be conducted in line with our Regulations for the Conduct of External Assessment. Learners may require additional pre-release material in order to complete the tasks within the paper. These must be provided to learners in line with our Regulations.

Learners must be given the resources to carry out the tasks and these are highlighted within the Qualification Specific Instructions Document ([QSID](#)).

## **Issues for centres to consider in relation to the HSC CEA:**

### **Assessment structure**

- Learners who correctly signposted their knowledge to the grade criteria being answered were generally more successful across the assessment.
- Some learners submitted work which was holistic and no signposting was included. This results in difficulty assessing the learners knowledge against the criteria as focus is lost within the material. Signposting is highly recommended when submitting this assessment.
- Learners clearly identifying key issues in their work for the D criteria were more able to succinctly assess evidence to support their answer in the A criteria.
- Emphasis should be placed on the key issues and the chosen theme as stated in the criteria requirements. The importance of planning, preparation and proofreading assessments as an ongoing consideration with a final check should not be forgotten.
- Learners using their own experiences were able to successfully demonstrate and support knowledge and understanding of the key issues.

### **Use of word allocation**

- The use of the word allocation varied; some assessments focussed on the lower grade criteria only. These learners were seemingly not wishing to attempt the higher grades.
- Other learners submitted assessments covering B, A and A\* criteria using the full word count.
- Some learners did not utilise the full word count in attempting the higher grade criteria, limiting their opportunity to fully develop their work.
- Some learners used excessive words to respond to lower grade criteria, limiting their endeavours, often losing focus to achieve higher grade criteria.
- Learners not utilising the full word count should focus on ensuring the lower grades are completed with more than one key issue explained alongside supporting their material with and 2 quoted references; this will secure at least achieving D before attempting C and B.

### **Criteria requirements and command verbs**

- D criteria requires learners to identify more than one key issue, this needs to be clearly written so the issues can be developed for D2, and assessed for A1.
- Learners should have a full and secure knowledge of any theory, philosophical approach or legislation in order to describe it for C1 or analyse its relevance for B1.
- Learner attempts at B grade at times were very brief and underdeveloped; the command verb “analyse” requires greater depth and scrutiny.
- Many learners used the full word allocation but the depth of understanding, evaluation and analysis was sometimes variable, some gave more examples than necessary thus diluting their response where more analysis was required.

## **Referencing of external assessment tasks**

- References chosen by learners should support the grade and be in the body of the discussion, not be cited as quotes independently as evidence to achieve D3, C3 and B4 at the bottom of the learner work.
- Learners should proofread their work prior to submission to ensure identifiable and traceable references have been included to support the discussion throughout.
- Learners need to check they have made 2 direct quotes and referenced over a criteria to ensure success.

Chief Examiner: Clare Scott

Date: 11/02/2020